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ABSTRACT

During the last years of this century, the work force will grow more slowly, becoming older, more female, and more disadvantaged. An increasing number of minority groups and immigrants will enter the work force. Despite public demands for reform, education lags behind in preparing youth for employment. The changing work force has many implications for providers of education and training programs that prepare individuals for the workplace. Such programs must accommodate a greater diversity of learners, including women, Hispanics, Blacks, limited-English-proficient persons, and older adults. In developing effective programs for these populations, providers must address a number of specific issues in such areas as access, program quality, support services, interagency coordination, family influence, and employers. In addition, each population has specific characteristics and needs that must be considered. Changes in the composition of the work force are exacerbated by changes in the skill requirements of jobs. However, understanding and addressing the needs of the work force of the future is a critical task for providers of employment-related education and training programs. (This report lists 17 print resources and 9 organizations that can be consulted for further information on the new work force.) (KC)

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TRENDS AND ISSUES ALERTS

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THE NEW WORK FORCE

According to Johnston and Packer (1987), one of four key trends during the last years of this century will be that "the workforce will grow slowly, becoming older, more female, and more disadvantaged" (p. xiii). This trend is being shaped by a number of demographic changes such as the following:

- **A shrinking pool of younger people available to enter the work force due to declining population growth.** By the year 2000, the number of young workers aged 16-24 will decline by about 8 percent, and the average age of the work force will increase from 36 to 39.

- **More women entering the labor force.** Between now and 2000, women will comprise most (two-thirds) of the new entrants to the work force. By the end of the century, it is projected that nearly 61 percent of women of working age will be employed.

- **More minorities entering the work force.** Minorities will comprise 29 percent of the new entrants into the labor force between now and 2000, a figure that is twice their current share.

- **An increase in the number of immigrants in the work force.** During the rest of this century, it is estimated that approximately 600,000 immigrants will enter the United States each year and approximately two-thirds of these individuals will enter the labor force. (ibid., pp. xix-xx)

Although they comprise only half of it today, nonwhites, women, and immigrants will make up more than five-sixths of the new additions to the work force between now and the end of the century. In addition, there will be a larger proportion of older workers in the labor force. Cumulatively, these changes will mean that the work force of the year 2000 will be much different than the work force of today (ibid.).

Despite public demands for reform, education lags behind in preparing youth for employment. The educational reform movement has not benefited those most in need because more than 30 percent of students in grades K-12 "are educationally disadvantaged due to poverty, cultural obstacles, and linguistic barriers" (Smith and Trist 1988, p.12).

The changing work force has many implications for providers of education and training programs that prepare individuals to enter and progress in the workplace. Such programs must accommodate a greater diversity of learners, including women, Hispanics, blacks, limited-English-proficient individuals, and older adults (Budke 1988). In developing effective programs for these populations, providers must address a number of specific issues in such areas as access, program quality, support services, interagency coordination, family influence, and employers. In addition, each population has specific characteristics and needs that must be considered.

Changes in the composition of the work force are exacerbated by changes in the skill requirements of the workplace. However, understanding and addressing the needs of the work force of the future is a critical task for providers of employment-related education and training programs. This *Trends and Issues Alert* lists a number of print resources and organizations that can be consulted for further information on the new work force.

Print Resources

Bernstein, A. "Where the Jobs Are Is Where the Skills Aren't." *Business Week* no. 3070, September 19, 1988, pp. 104-105, 108. (ERIC No. EJ 375 847).

Budke, W. E. *Trends and Issues in Vocational Education 1988.* Information Series no. 334. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The Center on Education and Training for Employment, The Ohio State University, 1988.

Building a Quality Workforce. Washington, DC: U.S. Departments of Labor, Education, and Commerce, 1988. (ERIC No. ED 298 300).

Cattan, P. "The Growing Presence of Hispanics in the U.S. Work Force." *Monthly Labor Review* 111, no. 8 (August 1988): 9-14. (ERIC No. EJ 375 843).

Ehrlich, E., and Garland, S. "For American Business, A New World of Workers." *Business Week* no. 3070, September 19, 1988, pp. 112-114, 118, 120. (ERIC No. EJ 375 848).

Freedman, A. *Perspectives on Employment. Management Summary.* Research Bulletin no. 194. New York: The Conference Board, 1986. (ERIC No. ED 278 817).

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Halasz, I. M. ***Trends and Issues in Career Education 1988.*** Information Series no. 332. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The Center on Education and Training for Employment, The Ohio State University, 1988.

Johnston, W. B., and Packer, A. H. ***Workforce 2000: Work and Workers for the 21st Century.*** Indianapolis: Hudson Institute, 1987. (ERIC No. ED 290 887).

Kamerman, S. B., and Kahn, A. J. ***A Workplace for People: Employers and a Changing Labor Force.*** New York: Columbia University Press, 1987.

Kamerman, S. B., and Kahn, A. J. ***The Responsive Workplace: Employers and a Changing Labor Force.*** New York: Columbia University Press, 1987.

Ludeman, K. ***The Worth Ethic: Eight Strategies for Leading the New Work Force.*** New York: Dutton, 1989.

National Alliance of Business. ***Shaping Tomorrow's Workforce. A Leadership Agenda for the '90s.*** Washington, DC: NAB, 1988. (ERIC No. ED 298 342).

Nussbaum, B. "Needed: Human Capital." ***Business Week*** no. 3070, September 19, 1988, pp. 100-103. (ERIC No. EJ 375 846).

Packer, A. H. ***Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s.*** Washington, DC: Southport Institute for Policy Analysis, 1988.

Shank, S. E. "Women and the Labor Market: The Link Grows Stronger." ***Monthly Labor Review*** 111, no. 3 (March 1988): 3-8. (ERIC No. EJ 368 414).

Smith, T., and Trist, C. ***Training and Educating the Work Force in the Nineties: The Rationale for Public-Private Collaboration.*** Information Series no. 331. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The Center on Education and Training for Employment, The Ohio State University, 1988.

U.S. Equal Employment Opportunity Commission. ***Project 2000: Job and Training Opportunities for Minorities and Women.*** Washington, DC: EEOC, 1986. (ERIC No. ED 270 594).

Resource Organizations

Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (614/292-4353 or 800/848-4815).

Green Thumb, 5111 Leesburg Pike, Suite 107, Falls Church, VA 22041 (703/820-4990).

Hudson Institute, Herman Kahn Center, 5395 Emerson Way, P.O. Box 26-919, Indianapolis, IN 46226 (317/545-1000).

Human Resources Development Institute, AFL-CIO, 815 16th Street, NW, Washington, DC 20006 (202/638-3912).

National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005 (202/289-2910).

National Center on Education and Employment, Teachers College, Columbia University, Box 174, New York, NY 10027 (212/678-3091).

70001 Training and Employment Institute, West Wing, Suite 300, 600 Maryland Avenue, SW, Washington, DC 20024 (202/484-0103).

W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (616/343-5541).

Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005 (202/638-3143).

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